

Justo Julianus
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The Filipino Teacher

Vol. III

JULY, 1909.

No. 2.



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The Filipino Teacher

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VICENTE DIAZ Editor

VOL. III

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EDITOR'S PAGE

PERSONAL CHATS WITH OUR READERS

THE HABIT

OF SAVING We daily read of countries being great, and of peoples being rich and powerful. We also read of weak nations, and of peoples who are wretchedly poor. The same is true of individuals. If we would give up ourselves to a serious meditation of why this state of affairs is true, we are apt to attribute it to what we vulgarly call "luck". Unfortunately, however, nothing is farther from the truth than this assertion. If there is one source above all others from which we can trace a country's greatness, undoubtedly it is the habit of saving which its people possess. In order to encourage people in this practice, governments have established Savings Banks. In the Philippine Islands we have a similar institution, the use of which cannot too earnestly be recommended.

Whatever a man's occupation is, he cannot, in justice to himself, say: "I don't need to save." How easy and pleasant it is "not to save", but how difficult and even fatal it is to suffer the sad but inevitable consequences! Had people from their infancy been practicing the habit of saving, we would not now be witnessing the pathetic condition of many who once lived in abundance but now

on the eve of starvation. Had this habit been firmly rooted in the hearts of all, thousands of men would have been saved from the innumerable crimes into which they have plunged themselves, and their lives might have been worth living instead of being a constant torment and misery.

Remember the many rainy days, for not all the days of our lives are pleasant days. If it is true that in our lives there is a time of prosperity, it is no less true that there is also a time of adversity. Just as from a clear, blue sky of a mid-summer day, a terrible storm might all at once sweep and catch you unaware, so it is that in our lives a disagreeable period may come which we never before even thought or dreamed of. The experience of everyday life teaches us this bitter truth, and unless we are exception to the rule, we too would sometimes find ourselves face to face with it.

Descending ourselves to the lower forms of animal life, we would be surprised to see how even such creatures as insects instinctively prepare to meet their rainy days. The bees hoard their honey and the ants store away their grains as if by prophetic instinct of want. This being true of lower animals, must we not

do the same, we who are endowed by the Creator with intelligence with which to think and act? I imagine some of my dear readers say: "Yes, but how?" The answer is brief, "Save, save a little". There is the Philippine Postal Savings Bank, for example, where a person may deposit any amount he can spare and once deposited, it is absolutely safe.

Let us make it a point to save regularly a certain part of our income, however small it may be. That what we are able to save is relatively small, is no reason why we should not save it. "A small leak may sink a great ship." In like manner our little savings will slowly but surely grow. Remember that a man without savings is like a bird without wings. A prominent man once said that from the moment he saved the first dollar he earned, he never owed anybody any amount which was not ready when due. Indeed, the moment a man began to open an account with a Savings Bank, he had also begun to prepare himself for any adversity which he might meet in this rocky road of life.

Are you a teacher, dear reader? If so, you can do a great deal towards encouraging the future citizens of your country in the habit of saving. A month has scarcely passed since the new school-year began, and this would seem to be the most propitious time for you to bring up this subject before your pupils. If you can arouse in your pupils a real interest in this important matter, you shall have done them more useful service than if you only taught them all the words of their Second Reader.

* * * * *

THE "WOMAN'S PAGE" In our last issue there appeared a department in our English Edition which we called "Woman's Page". As its name indicates, this department will be dedicated to matters which, because of their nature, pertain to women's sphere of action. We will be glad to receive and publish in this department articles which deal with the various home

problems and also articles which treat of women's education in its various forms. It is the personal opinion of the writer that nobody is more qualified to talk of matters which concern women than women themselves. In order then to make this department for the women and by the women, we leave it exclusively to women's pens.

The appearance of this department cannot be more timely. Everywhere the "feminine question" is the topic of the day. With the banner of redemption in one hand and volumes of conclusive arguments in the other, women are now showing theoretically as well as practically the error of that doctrine of inferiority which has so long been applied to their sex. Even the women of the harems of Turkey are now awake and are fast joining the movement. The cause which the women represent has already triumphed in many countries of Europe and America where they are now placed on equal footing with the men in all fields of activity. In the Philippines although the "feminine movement" has hardly begun, considerable stride towards the vindication of the so called weak sex has already been made.

"The Pilipino Teacher" has taken all these facts into consideration, and firmly convinced that this feminine question will some day become a very important factor in the social development of the Filipino people, we now offer to you the use of the columns of the "Woman's Page", the appearance of which we trust is not premature.

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CONSTITUTION

OF THE

Philippine Teachers' Association

ART. I.

NAME

The name of this Association shall be the "Philippine Teachers' Association" and shall be designated by the initials P. T. A.

ART. II.

OBJECT

The object of this Association shall be:

(a) To promote among the members of the Association social intercourse.

(b) To establish more nearly perfect community of interest of the teachers.

(c) To assist the government, to advance the interest of the people, to bring before the people in the most effective way the purposes of the government as represented by the Department of Public Instruction.

(d) To establish and organize branches of the Association throughout the Philippine Islands.

(f) To publish a journal which will serve as the official organ of the Association.

ART. III.

THE EXECUTIVE BOARD

Sect. 1. The Executive Board shall be the governing body of the P. T. A.

Sect. 2. Officers—The officers of the Executive

Board shall be: a General President, a General Secretary and a General Treasurer. The officers shall be elected by ballot at the annual Convention of the Delegates of the Provincial Committees.

Sect. 3. Terms of office—The term of office shall be one year, or until their successors are chosen.

Sect. 4. Vacancies occurring during the term of office shall be filled temporarily by

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election of the Executive Board.

Sect. 5. Duties—The Executive Board shall:

(a) Execute all decisions approved by the General Convention and accomplish all duties specifically stated in this constitution.

(b) Send written instructions from time to time to the Provincial Committees, respecting the necessity of proceeding in the required form in order to impress the greatest possible harmony to the work of the P. T. A.

(c) Call the Convention of the Delegates of the Provincial Committees.

(d) Submit a general report at each Annual Convention of the condition of the Association.

(e) Receive from Provincial Committees propositions involving conditions and recommendations not specifically provided for herein, and submit same with recommendations to the General Convention of the Association.

(f) Authorize the execution of all leases, contracts and all legal documents necessary for the Association, with the understanding however, that this provision shall not interfere with the rights and affairs of the Provincial Committees.

Sect. 6. Each member of the Executive Board during his term of office shall pay his monthly due to the Treasurer of his Provincial Committee.

Sect. 7. Duties of each member of the Executive Board.

(a) The General President shall preside at all meetings of the Executive Board and of the General Conventions; call general or special meetings when necessary; be ex-officio member of all Provincial Committees acting under the Association; appoint Delegates to establish and to organize branches of the Association; preserve order and harmony; have general supervision of the affairs of the Association; submit a general report of the condition of the Association; with recommendations to the General Convention; submit a general statement of the financial condition of the Executive Board in accordance with the requirements of Act. 701 of the Philippine Commission.

(b) The General Secretary shall keep correct minutes of all sessions of the Executive Board and of the General Conventions; attend to the correspondence; keep the accounts and serve all notices of the Executive Board; have a general record of all members registered in all Provincial Committees, sent by the Secretary of each Provincial Committee; have a record of all copies of minutes of Provincial Committees; check all disbursements approved by the General President.

(c) The General Treasurer shall collect all moneys due the Executive Board from all sources; care for and disburse same upon proper authorization of the General President; keep a correct

Dr. Leonides Lopez y Lizo

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amount of all moneys of the Executive Board entrusted to him; keep a general record of all financial statements from the Treasury of all Provincial Committees; present a monthly financial statement at each meeting of the Executive Board, and shall present at each General Convention a complete statement of the financial condition of the Executive Board; and shall also furnish a special financial statement in compliance with the requirements of Act. 701 of the Philippine Commission.

ART. IV.

PROVINCIAL COMMITTEES

- Sect. 1. The branches of the P. T. A. will be known as Provincial Committees.
- Sect. 2. Each Provincial committee is hereby empowered to draft its own constitution provided that such constitution will not be in conflict with this Constitution.
- Sect. 3. The officers of the Board of Directors of each Provincial committee shall be: a President, a Vice-President, a Secretary, a Treasurer, and two directors, with the understanding that the President of each Local Committee shall be considered director ex-officio of the Board of Directors of the Provincial Committee; with the understanding further, that this Board of Directors shall be elected by the Delegates of each Local Committee (2 from each committee) at the annual Provincial Convention, the date and place of which shall be determined by the Board of Directors.

Sect. 4. Duties of the Provincial Board of Directors—The Board of Directors of each Provincial Committee shall have charge of all executive matters of the province, not herein especially provided for; shall audit the accounts of the Provincial and Local Treasurer at such times as the President deems necessary, or upon request of at least three active members of the Association, shall pass upon all bills presented against the Provincial Committee, and such bills when approved by them shall be passed upon by the Association, and if approved shall be signed by the President and forwarded to the Treasurer for payment; shall order the purchase of all supplies needed by the Association; shall authorize the execution of all leases, contracts and all other legal documents necessary in the conduct of the affairs

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of the Association; shall receive from members propositions involving conditions not specifically provided for herein, and submit same with recommendations at a general meeting of the Association.

ART. V.

MUNICIPAL COMMITTEES

- Sect. 1. The Teachers' Association in a Municipality shall be known as Municipal Committee of the P. T. A.
- Sect. 2. All Municipal Committees officially organized in a Province shall be under the Constitution and supervision of their respective Provincial Committee.
- Sect. 3. The officers of the Board of Directors of each Municipal Committee shall be: a President, a Vice-President, a Secretary, a Treasurer, and five (5) directors.
- Sect. 4. Each Municipal Committee shall be granted autonomy in the conduct of its own affairs, except its financial, status, which in this case, each Municipal Treasurer shall send to the Treasurer of the Provincial Committee at the first Saturday of each month all money collected with its corresponding report, with the unders-

tanding however, that 5.00% of the total amount collected may be retained in the treasury of the Municipal Committee to meet any emergent expenses.

(To be continued).

FELIX FERRER

JOSE G. GENEROSO

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WOMAN'S PAGE

EDUCATION IS THE BASE OF PROGRESS. *

Education is one of the most important needs of the vast majority of the people of the Philippine Islands at the present time. It should aim to train the people for a thorough understanding of their rights and duties in society, and thus guarantee an equitable and just government. It should not only teach us rules but should also teach each and every one of us, from the most humble and lowly citizen to the leaders of wealth and men of means, to duly respect the common rights of our fellow citizens, to better understand our fellow men and to promote a feeling of brotherly love among ourselves. Further, it must teach the dignity of labor and make manifest the truth that though education is of itself worthy it is but of little value unless put to practical use and employed as a means of doing good.

The history of education as particularly applied to the Philippines may be divided into four epochs. First, the practical and rudimentary instruction imparted to their children by our ancestors before the Spanish Conquest. Second, the limited courses of study in vogue during the first part and continuing till near the end of the Spanish dominion. Third, the new ideas relative to progress resulting from the question of the Filipino representation in the Spanish Cortes, and the period that developed such men as Rizal, Jaena, Mabini and others. The fourth epoch, introducing more liberal and thorough education along the American lines is now fairly begun and bearing fruit.

In all countries among all nations the need of

* A speech delivered by its author at the opening exercises of the «La Regeneración», a private school.—EDITOR.

common education on broad and liberal principles for all classes is imperative for the preservation of free institutions and should be compulsory up to a certain age or standard, leaving students of sciences and professions to continue in their studies at their own will.

General education when liberally interpreted or properly appreciated is a blessing to mankind, but education may be bad or harmful when only a few persons are allowed to enjoy its privileges or when educational advantages are put to evil use or are abused.

Knowing this to be true and understanding that it is the duty of all good citizens to help the government in every way they can in diffusing popular education, private schools have been established and thanks to the moral and material support they have received, they have multiplied and flourished. The government's plea for educational co-operation has been answered in the timely

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establishment of "La Regeneración" whose awarding of prizes we are now celebrating.

When this private institution of learning first threw its doors wide open in order to offer the public its modest, but willing service it did it in the hope of cooperating in the educational enterprise in these Islands. Realizing that a country's greatness lies not only in its material condition but also in its intellectual, physical, and moral condition as well "La Regeneración" has always endeavored to impart to its pupils an education which will make them in after years "citizens" but citizens, in the true and best sense of the word. The ever increasing attendance at this institution, the generous support the public has rendered it, and the recent approval by the government of its course of studies speak highly of the able manner in which its conscientious, selfdenying professors fulfill the moral responsibility they owe to the community at large.

As the years glide by, under the wise guidance of such men as "La Regeneración" possesses, the painstaking work of the government's public schools ably seconded by this private institution of learning, will inevitably result in bettering the physical moral and intellectual condition of our countrymen.

The effect of general education among the people serves to draw more closely together the bonds of unity and harmony so necessary for the welfare of all commonwealths and encourages a better understanding between man and man. This is what our best citizens aspire to and what should, and can now be realized in our native land, the land of Rizal—the Philippines.

(Miss) PAZ SILVA.
Manila High School.

Aguedo Velarde
ABOGADO

4 Salcedo, Sta. Cruz, Manila—Calumpit, Bulacan, I F.

A Word of Advice to Some Parents

Even though the undersigned is not a good writer, she feels it her moral duty to offer a word of advice to some parents who are apparently neglecting the well-being of their children as far as their education is concerned.

You dear mothers, who find objection in the education of your children on account of poverty, much work and other reasons, forget your indifference and do not hesitate to send your children to school. Perhaps by sending them to school you may have to work more in the four or five hours that they are not with you, for I am sure they can and do help you in many ways when they are at home, but I can assure you that if you will let them come to school, some day they can help you a great deal more than what they do at present. I say this because if now they can carry a pail of water for you when you are working, through the efforts of the school, some day they will be able to do a great deal more for you than simply carrying a pail of water, or running on errands. Give them a chance to study and sooner or later it will be to your own benefit as well as theirs. They will emancipate you from hard labor.

They will honor you and love you all the more because they will then understand more fully, not only the debt of gratitude daughters and sons owe to their parents, but also the duty they owe to their mother country, our dear Philippines. Your sacrifice will not be in vain; your worthy example will be imitated, and in your conscience you will feel the satisfaction of having done your duty as a mother.

Parents whose children do not receive any education cannot do their children a more everlasting service than by sending them to school where they may be well educated. Do not lose even a minute, because a day,

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an hour or even a minute that passes is so valuable that it cannot be compared with any thing in this world. Remember that to-day is not tomorrow and a day that has gone has gone forever and will never come again. Try the best you can and if need be, sacrifice a little for your children's education. Every human being needs education. Education teaches us to live happily and well. It teaches us how to live peacefully among friends. It also teaches us to be good citizens.

No [doubt every Filipino wishes to live happily and well. But how and when shall we attain this blessing if we do not begin by acquainting our children with the first steps of education? Do you not remember and realize the words of our hero, —that immortal son of the Philippines. —Dr. José Protacio Rizal who sacrificed for the welfare of our country? He willingly gave his life and drained with his precious blood the altar of Right. He said, "you dear youths of the Philippines are the hopes of our country". Rizal studied hard. He went to foreign countries and secured an education for the sake of of the Philippines. Think of this my dear reader, and you will realize the value of education.

(Miss) MARIA DEL ROSARIO
Teacher of San Roque Central School, Cavite.

CRITICISM

We all know that true politeness means to
— "do and say

The kindest thing in the kindest way."

But are we always practising it? Yet if we form the habit of doing kind things we will be apt to have a way of saying them as well, for one is the natural sequence of the other.

Sometimes girls who have quick tongues are prone to use them in throwing out sarcastic remarks or retorts which they believe call forth admiration as clear indication of ele-

verness. But while some of their remarks may be bright enough to evoke a smile from a group of listeners, such caustic speech invariably hurts the person at whom it is aimed. This is certainly not good manners, and no girl who wishes to be a favorite can afford to get a reputation for saying sarcastic things.

The habit of being overcritical is quite as bad form as the tendency to sarcasm. Do try very hard not to criticize your young friends behind their backs, and above all never commit the offence of making unpleasant remarks about some one who is a particular friend of the person to whom you are talking. Every one of proper spirit resents this, and you offend your listener, besides being unkind to the absent one. Possibly the girl you are discussing may have offensive faults and failings, but even if they are flagrant, good breeding demands that you ignore them as much as possible and that you never call the attention of others to them.

(Adapted from "New York Herald")

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"Mens sana in corpore sano."

(A sound mind in a sound body) Indeed, if there is something in a person's education which needs more attention, that is his physical development. That the average Filipina woman of to-day knows this to be true is shown in the manner in which she has given herself to such genuinely woman's physical exercises as lawn-tennis, basket-ball etc. Her attitude in this matter is a striking contrast to the old-time notion that a woman must not indulge herself in any form of physical exercise if she hopes to retain her beauty and grace. The Filipina woman of to-day has pretty clearly demonstrated the fallacy of such a notion for, in spite of her taking physical exercises, she is none the less beautiful and graceful for that. If our women can create in themselves more fondness for out-door exercises they shall have taken an important step in the prevention of consumption which every year brings more gloom and unhappiness to thousands of homes than all the other causes put together.

With the view of impressing the readers of this department the importance of this question, we submit to their consideration the following quotations from different persons whose views all coincide.

(Editor's note)

If we could get wives, mothers, and daughters to learn the habit of all that tends to health we should soon have an easy victory and doctors would almost cease to be known. Health would be a recognized necessity practiced by every body.

Dr. Richardson

The five talents of women are those which enable them to please people, to feed them in dainty ways, to clothe them, to keep them orderly, and to teach them.

"The Five Talents of Woman"

by E. J. Hardy.

It is to women that we must look first and last for the application of sanitary knowledge, as far as household hygiene is concerned.

Florence Nightingale.

No point in the warfare against disease is so important as that of getting the women of the household to work heart and soul after good health in the household. We always look to women for the cleanliness and tidiness of home. We say a home is miserable if a good wife and mother be not at the head of it to direct the internal arrangements. A slovenly woman is a mark for discredit; but the excellences of tidy women saved us often from severe and fatal outbreaks of disease.

Dr. Richardson.

The ill health of women is due to the fact that they are too constantly in contact with chairs.

Mme. de Sévigné.

Women in health are the hope of the nation. Men who exercise a controlling influence, the master spirits, with few exceptions have had country-born mothers. They transmit to their sons those traits of character—moral, intellectual, and physical—which give stability to institutions, and promote order, security, and justice.

Dr. J. V. C. Smith.

A defective physical education is one of the primary causes of unhappiness in marriage; a girl cannot be a useful or happy wife, she cannot make her husband or children happy, unless she be a healthy woman.

Mrs. E. D. N. Sutherland.

Whatever else may be included in the "higher education" of women, health-knowledge ought certainly

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not to be neglected. Of what comfort will Latin and Greek be to her if her baby dies of insufficient clothing or improper feeding, as thousands of infants die every year? Of what use her mathematics and history if she injures her constitution by over-application, or dies of typhoid fever through not having the knowledge to remedy a defective drain? The most important thing for a woman to learn is how to live well herself and keep others well.

E. J. Hardy.

As it is impossible for women to fulfil the obligations of marriage without health, it follows that every girl who is a candidate for matrimony should take care of her health, and for the sake of others neglect nothing that will make her physically strong and active. Some married women suffer terribly because when they married, they were ignorant of natural laws which they should have learned to obey. Many a mother knows as little what to do with the first-born babe as a dog does with a hedgehog.

E. J. Hardy.

The young girl who is wearied with a short walk, who sits up very late and lies in bed in the morning, who eats sweets between meals, who aims at a fine-lady ideal (which is now happily passing away), and wishes to be fragile and willowy, pale and

delicate looking, this sort of girl grows into a woman lacking that bodily health upon which much that is best in the soul-life is based. Happily, however, though many of the customs of society sadly militate against health, it is now the fashion for girls and women to be healthy. A girl need not now blush to eat a good dinner, to wear stout shoes, or to confess that she has muscles and that she exercises them.

J. E. Hardy.

In no other way can women make themselves so useful in the world as by endeavoring to preserve their own health and the health of others. For sickness is a cannibal which eats up all the life and youth it can lay hold of, and absorbs its own sons and daughters. It is a pale, wailing, distracted phantom, absolutely selfish, heedless of what is good and great, attentive to its sensations, losing its soul, and afflicting other souls with meanness and mopings, and with ministrations to its voracity of trifles.

Hardy.

DR. JAVIER ARBIZU,

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TEACHERS' DEPARTMENT

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TRY IT.

Try the effect of some judicious commendation for one day. Go to school in the morning determined to speak to each pupil you meet. Try to omit all the sarcastic things that might be said during recitations. Look pleasant, speak in a pleasant tone. Try to smile all day. If you can do this, you will go home in a splendid frame of mind.

Oregon Teacher-Monthly

How To REACH THE CHILD.

How to reach the exceptional child has been and is a great problem. Socrates said, "Know thyself." This principle ought to be the first for the teacher's consideration. Secondly, know the pupil. Thirdly, know the subjects you are teaching. Knowing yourself, your pupil and your subject, if you have ordinary tact, sympathy and patience, you can reach almost any child. Then you can mold and fashion his character after the greatest ideals of all times.

School Board Journal

HEALTH IN THE SCHOOLS

If the health of school children is not built up in our schools, where and when shall it be built up? Leave it to parents? Then leave education to parents. They will attend to the education about as well as they attend to the health of their children. What a wicked thing an unhealthful school house is!

DR. J. N. HURTY IN
The Educator Journal

Are you doing all you can to make your school teach the good old virtues of politeness, punctuality, regularity, industry, obedience and accuracy?

Good teaching results in clear and acc-

rate thinking and in ability to apply the knowledge learned. A new truth should be presented in some graphic way so as to make a strong appeal to the memory. There should be enough drill upon it to fix it. Finally it should be applied singly and in combination with other truths.

The teacher should keep young enough to be a learner and to profit by daily experience. It ought not be possible to say of a teacher, "He is too old to learn".

The Educator Journal.

HOW TEACHERS OFTEN WASTE TIME.

- By repeating questions and answers.
- By making too much of trifles.
- By giving inexplicit directions.
- By unskillful and illogical questioning.
- By prompting pupils too soon and thus confusing them.
- By illogical arrangements and development of lessons.
- By tardiness in beginning work after an intermission.
- By allowing tardy responses to questions and commands.
- By poor assignments of lessons.
- By failing to have all pupils at work.
- By attempting to teach before attention is secured.
- By doing the mechanical work rather than have the pupil do it.
- By nagging and scolding.
- By talking too much and too loud, thus burying the lesson.
- By explaining what the pupils already know.
- By not using signs.
- By correcting the language of pupils when they should be correcting their own.
- By not recognizing the law of ethics.

Kindergarten-Primary Magazine.

Promotion and Elimination

Deserving teachers should be retained or promoted and poor and indifferent teachers eliminated. However, a change should not be lightly made. It is not well for a teacher to be constantly flitting from place to place and it is no advantage to a school to have new teachers every year. It will pay a school board to hold a good teacher, even at an advance of salary. It is poor economy to get the cheapest teachers. Fewer teachers, if necessary but not poorer ones. On the other hand, it is not always good policy for a teacher to leave a position because of a better salary offered elsewhere. Sometimes the smaller salary is worth more. Money is not the only thing to consider. A caution against too frequent changes is timely for both teachers and school boards.

[*American Education.*]

Arithmetic

FOR GRADE IV.

I. A man sold 25 cows at ₱60 a head and with the payment he bought some land at ₱75 per hectare. How many hectares of land did he buy?

II. If 27 carabaos are worth ₱3375, how many carabaos can be bought for ₱4000 at the same rate?

III. A student received from his father ₱75. He spent ₱16-4/5 for books, ₱24-1/2 for a suit, ₱5-3/4 for a pair of shoes, and ₱2-7/10 for a hat. How much money had he left?

IV. Juan has ₱18-3/4; Vicente has ₱6 2/5 more than Juan, and Andres has ₱7-2/10 less than Juan and Vicente together. How much money have they in all?

V. If a train runs 56-2/3 miles in an hour, how far will it run in 7-1/2 hours?

VI. At ₱5-1/2 per cavan, how many cavans of rice can be bought for ₱87-9/10?

VII. Sixto had 4/5 of ₱18-3/4 and spent 2/3 of his money. How much money had he left?

VIII. If 5/6 of Francisco's age equals 10 years, how old is he?

HELPINGHAND.

Geography

FOR GRADE IV.

Note: The writer here intends to give sixty selected questions, based from the course of study as outlined for this grade. Twelve questions are to be published monthly. These questions are simply to test the pupils on what part of the subject they do need more instruction, such, as on location, on products etc. It is therefore suggested that these questions be given as written work. The papers are to be corrected and returned to the pupils.

Questions;

- (1) What and where are the East Indies?
- (2) In what direction is Japan from the Philippines?—From Asia?
- (3) Name 5 important islands of the East Indies.
- (4) What are the principal islands of Japan?
- (5) Name the chief industry of each islands named in question 3.
- (6) Name the capital and 2 principal ports of Japan.
- (7) Who are the natives of Japan?—What is its population?
- (8) Give 2 reasons for the rapid progress of Japan.
- (9) What are the principal exports of Japan?

Felipe Agoncillo

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- (10) What are the principal imports of Japan?
 (11) Name 3 of the important Pacific islands belonging to the United States.—2 belonging to the British Empire.
 (12) Name 2 chief products of each of the islands named above.

VICENTE AOUNA.

(To be continued)



Language

FOR III A

- I. Write the present, past, and future of the following verbs:
to come, to receive, to go, to lose, to walk.
- II. Compare the following words:
good, happy useful, bright, curious.
- III. Use the possessive form of the following words in sentences:
Felipe, women, cow, knife, grand-mother.
- IV. Fill these blanks with words from the following list:

water	beyond	will	is
of	held	could	
thirsty	there	the	was

 1. I went to school but you were not -----.
 2. What is your book made -----?
 3. ----- you go to school to-morrow?

4. I can not find ----- teacher's book.
5. Rain gives much -----.
6. The girl ----- found in the field yesterday.
7. The mother ----- her baby in her arms.
8. A ----- carabao will drink much water.
9. I wanted to go school yesterday but I ----- not because I was sick.
10. What can you see ----- the schoolhouse?
11. The book you gave me ----- not my book.
- V. Use the following words in sentences;
happens, cunning, pitcher, again, honest weather, scratch, dwell, fellow, brook.

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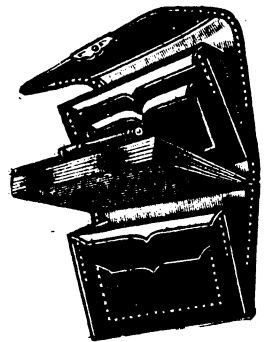
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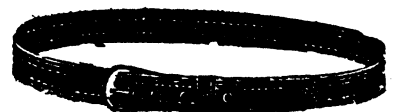
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THE MONTH IN REVIEW

BUREAU OF EDUCATION

—Mr. Frank L. Crone, formerly Division Superintendent of Camarines was appointed to succeed Mr. C. C. Scott as chief clerk at the general office of the Bureau of Education.

—Mr. C. C. Scott who was relieved by Mr. Crone will be chief of another division in the same Bureau.

—The place left vacant by Mr. Crone's appointment to the general office will be filled by Mr. L. T. Bewly, formerly principal of the provincial school at Nueva Caceres, Camarines.

A SUGGESTION

The director of Education has offered the following suggestion to the Secretary of Public Instruction which has been accepted by the latter: that the 250 American teachers who actually receive ₱2,400 annually be reduced to 215 at the same pay; and the 170 who actually receive ₱2,800 be increased to 200 at the same pay. It is hoped that through this change teachers whose services are necessary for the Bureau may be promoted, thus encouraging the continuance of their services.

NEW TEACHERS

Messrs C. M. Bond, Alva R. Brane, and Leslec I. Klentinye, newly arrived teachers for the Bureau of Education, have been assigned to teach in the provinces.

OROQUIETA ASKS TEACHERS

The inhabitants of Oroquieta, a town of Misamis, in convention assembled drew a set of resolutions which was forwarded to the Director of Education asking the return of the American teachers to the Intermediate School and barrios of the province.

AN INAUGURATION

The new Provincial school of Leyte was recently inaugurated in Tacloban on July 4. The official inauguration took place at 9:30 a. m. In the afternoon a civic procession was held, and at night the pupils of the Domestic Science class offered a little banquet. The Secretary of Public Instruction, the Provincial Treasurer, the Director of Education, the Div. Superintendent of the Province and Assemblyman De Veyra were present in the inauguration and gave speeches for the occasion.

NIGHT SCHOOLS

The night schools of the City of Manila opened

July 12. Owing to lack of appropriations it has been found necessary to have the night school pupils purchase their own books.

PENSIONERS

This year owing to lack of funds the Bureau of Education will send but two government students to America.

Mr. Rogerio Lagman will be one of the two that will be sent. Mr. Lagman, in spite of the fact that he is blind, is one of the brightest students of English and has recently completed the Intermediate course.

ONE MORE YEAR

The government has granted Mr. Tomas Lorenzo of San Fernando Pampanga, an additional year with which to continue his studies in America. Mr. Lorenzo is at present studying naval engineering.

SCHOOL FOR DOMESTIC SCIENCE

Through the efforts of Governor Arnedo of Pampanga and Acting Div. Supt. Anderson, the Secretary of Public Instruction promised that province the sum of ₱3,000 which will be spent in the construction of a Domestic Science School.

SUPERINTENDENT MONTAVON

Mr. Montavon, Division Superintendent of Rizal, was given a hearty farewell reception by the teachers of his division just before his departure from that province. The removal of Mr. Montavon from Rizal and his transfer to Union, is deeply regretted by all the inhabitants of Rizal province. Mr. Montavon and his wife, during their 8 years stay in Rizal, have won the esteem of those among whom they have worked and in their departure the province has lost a loyal friend. [A brief account of the farewell reception is mentioned somewhere in this issue].

WANTED

We would be grateful to readers having copies of *The Filipino Teacher* of the following issues, if they would kindly send same to the Manager in order that our files may be complete.

July, 1907—(No. 3 Vol. I)

Sept. 1907 (No. 5 Vol. I)

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MISCELLANEOUS

—Mr. Justo Ramos, and Intermediate School teacher of Calumpit, Bataan, was united in marriage on June 30 with Miss Dominga Baquiran a young lady from Iloilo.

—Mr. Mauro Dumaplin, teacher of Villar, Zambales and Miss Romana Dolandolan of Botolan, Zambales were recently united in wedlock.

"The Filipino Teacher" sends Messrs Lorenzo and Dumaplin its felicitations and hopes they will be happy and prosperous in their new life.

—Mr. Eufasio Ocampo, principal, Candaba, Pampanga, has left his position as teacher in the Central School. Mr. Ocampo taught since 1905 and continued teaching till the end of last school year. The teachers in this town, his pupils, and friends are sorry, because of his intelligent, ability, good fellowship, and integrity of character.

Mr. Ocampo now went to Manila to study Spanish in the college, called "Nuestra Señora del Rosario." Best wishes go with him in his new field of labor.

L. R. LAPUS.

Candaba, Pampanga, P. I.

—Miss Victoria Asanza, of the City Schools was recently appointed to the Principalships of the Zurbaran School. Our congratulations!

—The "Tear of Love will be continued in our future issues.

—The members of the Youths Of To-day in Parañaque, rendered a pleasant and memorable *tente en pie*, to their other colleagues, the students, before their departure to Manila to continue their studies.

The fête was one of those that cannot be forgotten. The speeches read by the students were instructive as well as patriotic. The music was fine. All the beautiful and refined ladies of the town vied with each other in their dresses in that occasion. The gentlemen with the ladies in the well decorated house of Mr. Rodriguez will long remember the memory of that occasion.

Good for the Students!

E. L.

FAREWELL RECEPTION IN HONOR OF MR. AND MRS. MONTAVON

Those who went to Pasig to attend the farewell reception given in honor of Mr. and Mrs. Montavon by the teachers of Rizal, will always remember the occasion.

The reception was a bright one. Space is not available for a detailed account of the event. It is, however, worth noticing that the Filipino teachers from all parts of Rizal were present in spite of the bad weather.

"This spirit", as is fitly said by the first speaker of the program, Mr. Manalo, "proves that there exists an affectionate relation between Mr. Montavon and his teachers, and that they exceedingly regret to see him depart".

The second speaker, ex-governor Flores, was no

less, insensible to the strain struck by Mr. Manalo. He started by quoting Pres. Taft's policy in the Philippines: "Good harmony must range between the Americans and Filipinos". The tendency of the gathering that night was toward the fulfilment of that wise policy. He highly praised Mr. Montavon's work. He ended saying: "A true worker does not only do what is explicitly required of him by his superior, but also, that which the ideal urges him to realize. Mr. Montavon's abedience to this higher law, and his nature of being a perfect gentleman won the love and sympathy of the people of Rizal.

Songs whose sentiments are clearly expressed by the voice of singers, are sources of infinite delight to the ear and soothe our artistic taste. Such is the praise we can tender to Miss Nery of Parañaque in singing that exquisitely beautiful song: "Cuando el Amor Renace". The melody of this song is suggestive of its name; and the singer showed an extraordinary talent in the mastery of Apollo's gift. Another excellent number was the reading of an essay by Miss Bernabé of Parañaque. The paper was read in a manner known only to one who has had the experience in oratory. Fearing that the latent thoughts of the paper might be marred, we abstain from commenting upon it. Miss Bernabé has kindly consented to have it published in full in the THE FILIPINO TEACHER. In Misses Nery and Bernabé, Parañaque has something to be proud of.

Mr. O'Hara of Antipolo, and governor Tupas were also present and both spoke. The former on the criticism passed upon the tranquil life of Mr. Montavon, and the latter on the educational work of Mr. Montavon in Rizal.

Mr. Montavon's answer to all these toasts was a very sensible one. After depicting the wavering vista of his eight years in contact with the people of Rizal—four years as a supervisor and four years as a Superintendent—he inconditionally admitted that these years were to him inexhaustible sources of inspiration and encouragement. As a Superintendent, he never had any school closed nor a teacher dismissed in spite of the fact that the school funds of the municipalities were running low.

Apolonio Rosal DENTISTA

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Mr. Montavon too freely admits that the public school system is now established in Rizal on firm basis. But he attributed this success as the result of the heroism and patriotism of the teachers and public officials which they have displayed in many occasions. On the one hand, the teachers were led onto that blazing trait of true citizenship: to teach without salary for months; and to sacrifice the comfort of those who are their dependencies; while on the other, the public officials were imbued with that sacred duty to labor that they may be able to maintain the existence of the schools. The latter met this problem by self resignation. Thus the teachers, the public officials and he labored harmoniously performing heroic and patriotic deeds. This harmony of feeling existing between Mr. Montavon, his teachers and the public officials characterized his whole work in Rizal province.

The presence of a good educational system in Rizal and the influence which he has left to the teachers and officials are the monuments of his work. Its splendor chases that gloom of criticism which darken the path of Mr. Montavon.

MIKADO.

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LITERARY PAGE

A MOTHER

Affectionately dedicated to my friends,
Misses M. and G. Rodil, L. Aycardo, E.
Raya, P. U. Nazareno, A. Baltazar.

In this wide world,
The Best of gifts that Heaven could bestow
Us, is a mother—yes a mother true.
A mother; she's
The Vulcan, who, in life's yet tender days,
Does forge and shape our future age and ways.
A friend indeed;—
For she's the greatest helper you can meet
When duty calls and you are ill in need.
Our joys are hers;
She shares with all our sufferings and pains,
Consoles us and comforts us with her cheers.
You long to have
A thing to satisfy your breast, just speak:
And she, with pleasure, always does your quest.
What else would you?
Then ask your mother—you shall have it, ay
As sure as after night comes merry day!
An angel she!
Who guards our course and guides our ship of life
Thru paths of flow'rs avoiding rocks and reefs.
Do you recall
Your childhood's golden days? Can you yet feel
The softness of her arms; her caresses dear?
Do you recall
When fraught with specks of grief your childish brow,
When tears reveal the bleeding of your woe—
When bitter thoughts,
When sorrow twines around your tender heart,
Solicitous she calms your pains and smart?
In your distress—
She sings for you; she dries your gliding tears,
And lulle you with her sweetest lullabies?
Yes, 'tis her joy

Your wants and needs to ever gratify,
To clear the clouds which cling and mar your sky!
A mother is,
Indeed, the noblest, dearest, truest friend,
The best companion in this earthly Eden!
How fortunate
Are those who yet can gaze at her; admire
The woman from whose bosom of sapphire
The nectar sweet
Of life we are all fed and nourished;—oh,
How happy they are who can taste such joy!
But what of you
Who now have lost the treasure you so dear
Have loved; can you yet feel her, see or hear?
O, yes you can,
As you have heart and soul. At night, when all
Are hushed, observe the gaze the brilliant star
Of Darkness sends—
That look is from your mother dear: a gaze
Of love she sends you from her place of rest.
At nightfall if
A vague sweet sound from far should reach your ears
But which is not the murmur low of leaves,
Nor birdies, nor
A fountain,—hark, hark! bend thy knee: it is
The blessings which your mother in her bliss
Does send for you
As solace in your solitude and grief
Of the bereavement since your side she left.
A mother,—ay,
The sweetest woman our eye could behold;
The dearest, dearest woman in all the world!
A mother! Thrice
Her name be blessed! and may her memory be
So dearly honored to eternity!

JULIANUS.

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EDITORIAL

RUMBOS EDUCACIONALES

Desde la apertura del presente curso escolar ha se notado un considerable aumento de asistencia en las escuelas públicas. Aunque esto no es un acontecimiento inesperado para muchos, dado el carácter estudioso de nuestros niños, sin embargo, lo hacemos constar hoy con el único objeto de compaginar al derrotero á que se atenderán los jefes del buró de educación.

Es admirable el interés y esfuerzo desplegados por este buró. Al menos que no trate de restringir la enseñanza, en cualquier forma estudiada que sería una medida impropia, ridícula y atentatoria á la dignidad y prestigio de la enseña estrellada que por hechos providenciales nos cobija, sus nobles propósitos serán inminentemente coronados con la diadema del éxito asombroso y colosal. Sin duda alguna, los anales de la historia patria se encargarán de patentizarlos.

Apesar de la reciente orden del Secretario de Instrucción pública, obligando á los alumnos que asisten á las escuelas nocturnas abonen el valor de los libros que necesitan para sus estudios, el entusiasmo que raina á todos, si quiera ha amainado, y los reports acusan una cifra sorprendente de asistencia. Pero la disposición no deja de ser un óbice para la

rápida difusión del lenguaje inglés como medio de una aproximación é inteligencia entre el país y la Metrópoli. No nos convence cualquiera que sea la causa generatriz propulsora de tal conducta. El pueblo nunca mostrose indiferente á cualquiera gabela impuesta tendente á engrosar el presupuesto de la instrucción. Por otra parte, la verdadera economía se debe buscar por otro lado que no sea por el de la educación; asegurando de esta suerte el ensanche de todas las necesarias facilidades, á fin de que los rumbos educacionales no sufran entorpecimiento alguno.

Ojalá que no perdure la disposición.

Prohibicion Extensiva

Por cierto que andabamos mal en preceptos. Hasta hace poco creíamos que el tomar parte activa en la política, solamente se veda á los jueces, individuos de la Constabularia y maestros, de conformidad con el párrafo referente á funcionarios públicos que dice el artículo 26 de la Ley 1583. Mas, por la nueva circular del director del Servicio Civil sobre los deberes de los empleados públicos en relación con la política, resulta que existe una disposición, no obstante de estar en pleno vigor era sin embargo, desconocido por muchos.

Esta prohibición extensiva á todos los funcionarios públicos, pertenecen al servicio clasificado ó al no clasificado, con excepción de los cargos electivos ó de nombramiento del Presidente de la República, con acuerdo con una circular dictada por la Comisión del Servicio Civil de los Estados Unidos en Junio 1908. La susodicha circular es rica de informes concernientes á las contribuciones políticas y á la participación activa en la política por parte de los empleados.

He aquí el Art. 1o. de la Regla 1 del Servicio Civil de los E. U. que aparece en el primer párrafo de la mencionada circular: "Las personas que, en virtud de estas reglas, pertenecen al servicio clasificado, aunque conservan su derecho á votar como les plazca y á expresar privadamente sus opiniones sobre las cuestiones políticas, no tomarán parte activa en los trabajos políticos ó en las campañas políticas."

También se dice á continuación que el Departamento de Marina y subsiguientemente otros Departamentos establecieron las mismas limitaciones para sus empleados no clasificados y los jornaleros.

A juicio de la Comisión del Servicio Civil de la Metrópoli, las diversas formas de actividad política que se prohíben en virtud del artículo citado son: Prestar servicio en comités políticos: como delegados á convenciones de partidos políticos de condados, Estados ó distritos; constante intervención en la política; la

condición de *leader*; publicar un periódico de partido; desempeñar cargos en un club de carácter político; circular un escrito de peticiones políticas; desempeñar el cargo de interventor de elección en una comunidad donde sea notorio que el que la ejerce debe ser un político militante, aceptar la nominación para un cargo político, con intención de renunciar á su empleo en el Servicio Civil si es elegido; la recomendación por parte de los clerks en favor de una persona para el puesto de postmaster; actividad en las campañas de política local y servir como inspector de elección.

Es de advertir que esta definición está inspirada en instrucciones y órdenes dictadas por varios Presidentes de la República y Secretarios de Departamento reproducidas en la circular.

Sirva esta aclaración para los interesados una advertencia de ulteriores responsabilidades.

Por Información Erronea

En el editorial del último número de esta publicación, hablábamos de la traducción del título de esta edición. Pues, se sabe hoy por boca del mismo Presidente de la Junta Ejecutiva de la Philippine Teachers' Association, que sobre el particular nada se ha decidido definitivamente. Si bien es verdad que existe una moción para dicho objeto, basado con buenos fundamentos, sin embargo, esta aún por acordarse.

Queda, pues, notificado nuestros lectores.

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SECCIÓN PEDAGÓGICA

La transformación social de la Universidad

(Conclusión)

Y los ecos de la "orgia" llegaron hasta nosotros. Los sentimos, en días de reflexión patriótica, de anhelos regeneradores, allá en aquel poético rincón de Asturias, en la modesta Universidad, que hacía ya tiempo procuraba orientarse hacia Europa buscando las nuevas fórmulas de la función docente.

Fueron aquellos días solemnes é inolvidables. Altamira, el historiador, inició la idea en un discurso de apertura. Indicaba en él como las Universidades sentían los nuevos deberes suscitados, impuestos á la ética colectiva de los centros intelectuales, por la vida moderna, llena de conflictos trabajada por luchas, removida por las nuevas aspiraciones de las gentes desheredadas. Las universidades no querían, no podían reducirse á la tarea de la investigación científica por los suyos y para los suyos: sentían en su espíritu energías y fuerzas expansivas que era preciso poner al servicio de la sociedad toda y de la patria.

Clarín, el inolvidable Leopoldo Alas, recogió las manifestaciones de Altamira, las lanzó en aquellas conversaciones íntimas de muchas juntas universitarias, y todos las apoyamos con entusiasmo, satisfechos por haber encontrado el camino del deber.

A los pocos días el movimiento de Cambridge y de Oxford tenía en España una fecunda manifestación.

¡Fecunda! Si: puedo decirlo. Han pasado diez ú once años. Aquel despertar no fué un relámpago febril, no fué la agitación calurosa de un día: la obra iniciada en el hogar universitario de Asturias persistió, sin desfánimos, con creciente éxito. Como las Universidades

inglesas, la de Oviedo se abrió á todas las clases sociales, buscó á todos los comerciantes, á los hacendados, á las señoras, al pueblo; y todos los oyeron: su aula grande, vióse siempre llena de un público mezclado y eterogéneo. La universidad buscó especialmente á al clase obrera, y, desde el primer momento, acudieron a su llamada los trabajadores. La Universidad se ofreció á Asturias y pronto hubo que organizar el movimiento expansivo de las misiones universitarias por los pueblos de las provincias. Mas, no se detuvo la ola en las fronteras provinciales; la Universidad fué á Bilbao, estableció relaciones permanentes con Santander, y ahora mismo, no hace un mes todavía iban tres hombres á inaugurar la obra de extensión nada menos que á Extremadura.

Aún no se han perdido por completo los ecos de la fiesta del tercer centenario de la Universidad ovetense. Cuantos asistieron á ellas, especialmente los extranjeros, advierten como nota interesantísima distintiva la compenetración íntima y entusiasta entre la Universidad y la provincia: los asturianos se manifestaron unidos á su casa universitaria. A mi juicio este es el principal éxito de la Extensión. Después de la labor disinteresada, absolutamente desinteresada de la Universidad, era natural que todos vieran la noble institución como cosa propia, jamás como una oficina más misteriosa, incomunicada en la cual un grupo de señores muy almidonados se encierra para tratar de asuntos probablemente del mayor empeño, pero que dejan fríos á los no iniciados, es decir, á casi todo el pueblo...

Pero, como indicaba antes, la transformación de la Universidad contemporánea no se revela sólo en esta corriente expansiva de los antiguos centros intelectua-

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les. Hablábamos de una doble corriente expansiva de los antiguos centros intelectuales. Hablábamos de una doble corriente. Hay el movimiento de afuera, el fermento de la calle, obra de la fiebre inquieta de las gentes todas, especialmente de los intelectuales mismos, dispersos, pero como los núcleos universitarios, trabajados y removidos en lo más hondo, en la conciencia moral, por la acción de nuevas concepciones del *deber social*.

Y considero este movimiento, que no surge y cuaja dentro de la Universidad misma (es decir, en los centros universitarios constituidos) como una expresión de la transformación *social* de la universidad entera, porque es una consecuencia más ó menos directa del influjo de la crisis moral que las Universidades históricas han experimentado al romper sus murallas y verse por el alma nacional, buscando nuevo ambiente y poniendo su fuerza y su historia al servicio de todos, de los humildes inclusive.

Lo seguro es que el movimiento á que alude, responde á las mismas causas: los intelectuales, que forman las corporaciones iniversitarias, como los otros que crean fuera de las Universidades históricas las llamadas *universidades populares*, obedecen á la misma *voz interior*, al llamamiento de la conciencia. Hay que prodigarse, hay que buscar al pueblo para comunicarle la luz elevarle en el recreo de los goces del alma; es preciso, lo exige el *imperativo categorico*, difundir por todas las capas sociales el calor humano que irradia de la ciencia y del arte, cuando ciencia y arte son algo más que puros juegos del espíritu, cuando son vida, la vida noble, la más noble, la más intensa...

A mi juicio en toda esta gran corriente de las gentes intelectuales que funda las Universidades populares, puede verse una consecuencia, próxima ó lejana, según los casos, de la transformación social de Universidad.

Es, sin duda, la Universidad que se disuelve por

el organismo social, para vivificarlo todo en la Universidad que se derrama, pretendiendo agitar con su acción todas las esferas de la vida del hombre.

Porque se ha de tomar aquí la Universidad, no en el sentido estricto del *centro* constituido, y concretado en una expresión geográfica: vale, por el contrario, como el símbolo del saber, de la labor intelectual más alta, más elevada, más noble, más desinteresada.

Y vista así la Universidad es como podemos darnos cuenta del valor y del alcance de esta crisis fecunda de su transformación contemporánea, en virtud de la que se ha convertido en una de las más poderosas fuerzas sociales.

Y vista así la Universidad es como podemos explicarnos, sazónándolas como labor suya, enteramente suya otras manifestaciones más intensas, de su acción "social".

Porque es bien sabido que la acción social de la Universidad, de los intelectuales, sus hijos, de la educación entera, en buena parte *su obra* no se contrae á lo que se ha llamado *Extension* Universitaria sino que ofrece en las *colonias universitarias* instaladas entre los pobres los caídos... para ejercer una suave tutela moral cerca de ellos que en todas esas instituciones en que la enseñanza se convierte en función atractiva y salvadora.

Pero preciso es terminar: ya volveremos más de una vez sobre estos asuntos tan interesantes y tan á la órden del día en todos los pueblos cultos.

ADOLFO POSADA.

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La educacion de la mujer

No hay que discutir ya en pleno siglo XX si es conveniente ó no la instrucción superior para la mujer: casi todas las Universidades y escuelas altas les han abierto de par en par sus puertas y pueden acercarse de esa enseñanza todas aquellas que se sientan inclinadas á ella.

La ambición femenina es muy grande; muchas quieren ser médicos, abogados, exploradores, eruditas, invadir las profesiones liberales en pleno. ¿Y por qué no? Nadie tiene el derecho de impedirsele: se han visto mujeres de gran talento ejercer brillantemente todas estas carreras. No queremos poner trabas á las actividades intelectuales de ninguna, pero al considerar su educación debemos tener en cuenta siempre que la que elige una carrera masculina es la excepción. "La educación empieza en la cuna," como dice Rousseau, y en la primera edad de la niña los padres no pueden prever que esa tierna criatura descollará por un sendero especial. Es lógico suponer que habrá de ser algún día madre, siendo la maternidad la misión primordial de la mujer, la que ha de desempeñar en condiciones normales y la esencial que no se puede descuidar.

Si la niña no se casase, si la esposa no tuviese hijos, si por cualquier motivo no llegase al alto cargo para el cual la ha destinado la naturaleza, no perdería nada por haber adquirido la disciplina, los conocimientos, la cultura que ha de producir la mayor florecencia de sus más altas facultades.

La enseñanza ideal para las jóvenes debe tender á hacer de ellas, antes que todo, madres de familia; pero esa educación no debe impedir que estén preparadas, en caso de necesidad, á crearse recursos por su trabajo personal. No hay que olvidar que el papel de madre es elevadísimo, y para desempeñarlo de modo digno y competente es preciso aportar á ese fin el cultivo, no sólo del corazón y del intelecto,

sino de todas las facultades de nuestro sér. Sabiendo el objeto, se procede á realizarlo, trazando claramente una línea de conducta. Sucede, sin embargo, que por inconciencia ó por pudor se habla poco ó nada á la niña del fin para el cual ha sido creada: la familia, y gran parte de las gentes creen que no necesita mayor preparación, que eso se aprende solo. ¡Qué error! Hay que aprenderlo todo; hasta el respirar. De cien mujeres en un coro de voces incultas, noventa y cinco no saben respirar.

El instinto conduce á la niña á querer á su muñeca, á su hermanito, á cualquier compañerito menor: les tan natural! pero no basta: tiene que aprender á quererlo bien y guiarlo de la mejor manera posible para que sea madre ideal, no frívola, pagada de encajes y de cintas, sino nutrida de ideas sólidas y sanas, fuerte y generosa, esclarecida y recta: la representación en su casa de la ley moral, que debe ser la ciencia de la vida.

Pero ¿cómo lograremos ese domini? ¿cómo algo é intangible? Es difícil, por cierto y para alcanzarlo grandes reformas han de hacerse en nuestra educación actual; pero algo es el estar en la buena senda y enfocar nuestros esfuerzos hácia el bien.

Se han fundado en París, hace pocos años una "Sociedad de estudios femeninos," sociedad de investigaciones científicas, de propaganda y de educación para la colaboración de la mujer al progreso social. Quizás los trabajos de tan docto cuerpo nos dan la llave del enigma, pero, mientras tanto, podemos señalar algunos escollos en nuestro sistema actual, para procurar evitarlos.

BRANCHE Z. BARALT.

(Se Continuará)

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"KATUBUSAN"**"KATUBUSAN"****"KATUBUSAN"**

SECCIÓN LITERARIA

Entre llantos y risas

Triste estoy. Mi alma está enferma
de un pertinaz dolor
que me lleva á la tumba.
¡Ay! te busca incesante la mente loca
á tí blanca y pura como la luz del día
flor en primavera
de la patria mía
¿Dónde estás? ¿No oyes el triste gemido
de mi corazón herido
con la tierna juventud?
Ven y escucha el insoportable llanto,
que hoy anubla al joven pensamiento,
poblado de ensueños,
evocado por mi laud.
Amo á la quietud, soledad y calma,
y al dulce aislamiento
provocador de tristeza.
Pues, solo con tristezas se cura
este mal que hoy me devora
siguiendome incesante
por do quier que me vaya.
Amo los susurros de la brisa errante
que desde lejos trae
melancólicas canciones.
En sus alas leo tu beso muriente
cual parca impía que sella mi frente
pálida soñadora
por tí en laureles.
Amo de las olas el grave murmullo
del mar proceloso
desierto de vapores.
Allí pronuncio con el manso viento
Tu nombre bello y mi anhelo santo
de verte ya mía

amor de mis amores.
Amo con delirio los caminos oscuros
testigos sinceros
de los oyes del alma.
Ellos guardan de mi ideal los despojos
que en un tiempo feliz brindome tesoros
de dicha, de amor,
de ilusión y de alegría.
Amo, en verdad, á toda que encierra
pesar y amargura,
pues, es mi gloria.
También amo á la tarde fugitiva,
que envuelta en su manto de púrpura,
surge en mi la idea
de tu frente rosácea.
¿Dónde estás ¡oh! tu que aparecías
en mis noches de insomnio
coronada de sampaguitas?
¿Porqué, porqué hoy me abandonas
en este mundo que entre llantos y risas
vuelan vertiginosas
mis últimas esperanzas?
Entonces dime ¿porque no respondas
amí que te amo

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 y comparta con mis dolores
 en esta vida triste.
 ¿No me dijiste que yo me engañaba
 cuando fiel te decía
 mis sueños de ayer?
 Creer no has querido que hoy hallaría
 acada paso un dolor y a cada mirada
 sonrisas sardónicas
 y penas por do quier.
 Mas ¡ay! ¿para que sirven mis quejas
 en estos días de duelo
 y de horrible laxitud?
 Cansada ya estás para oír mis conquejas
 hijas del recuerdo en mis horas negras
 que de la cuna van
 conmigo al atand.
 ¡Al atand! sí, allí con gusto hoy me lleva
 la suerte impía
 para no más llorar.
 Ya que han pasado las flores de mi vida
 cual olas muertas en la tosca arena
 de mugir cansadas
 en el ancho mar.

L. PORMAREJO.

Mariano M. Celis

Maestro de Obras, Agrimensor Licenciado por el Bureau
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281 Cabildo

Intramuros.

Yo te doy mi corazón

Ven, Princesa, recógnate amorosa
 sobre mi enfermo y triste corazón,
 que yo pondré sobre tu boca rosa
 las mieles de mis besos de pasión.

Aproxímate más... así quisiera
 tenerte junto a mí toda la vida
 ¿Querrás creer que fuiste la primera,
 de todas las mujeres, elegida?

No me digas jamás que yo te engaño,
 ni que disipan otras mis enojos;
 no me jnzgues así, que me haces daño,
 Amada mía encanto de mis ojos.

Ten fé, mujer de mi querer profundo,
 y quírame con tu alma. ¿Hay por ventura,
 alguno entre los hombres en el mndo,
 que te ame con mi amor y ternura?

¿Te ríes? ¡ay! no ofendas mi cariño,
 ni dudes que por tí suspiro y lloro;
 lo sabes, yo te amé siendo aún muy niño
 hoy ya soy hombre, pero aún te adoro.


Mírame bien... Así, que estoy enfermo
 de un mal del corazón y de tristeza,
 hace ya muchas noches que no duermo,
 pues toda tú me llenas la cabeza.

A veces, cuando pienso que algún día

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otro hombre ha de robarme tu cariño,
se me entra una mortal melancolía
y rompo á sollozar igual que un niño.

No te muestres esquivo á mi ternura
y haz que se seque el río de mi llanto;
inmensa es como el mar mi desventura,
y amarga caal sus aguas, mi quebranto.

Reina estas rimas que en tu honor entono
cincelé para tí blanca Madona:
y tu tendrás mi corazón por trono,
y el alma de mis versos por corona.

VICENTE PELÁEZ

CRONICA TEATRAL

Apesar del tiempo lluvioso, anoche se verificó con bastante concurrencia en la Grand Opera House otra función organizada por la Philippine Teachers' Association, para allegar fondos con destino á su biblioteca. Cumpliendo el programa, se representaron "Liceo", el "El Vals de las Sombras" y "Germinal". La primera y última son dos aplaudidas zarzuelas tagalos de un acto letra del popular dramaturgo, Aurelio Tolentino y música de los maestros Bonifacio Abdón y Francisco Buencamino. La segunda es una aplaudida zarzuela española también de un acto, letra del notable escritor, Joaquin Dicenta y y música del maestro Valverde (hijo).

El coliseo presentaba un aspecto magnifico por su decoración y ramillete de hermosas damas que desde sus palcos inspiraba animación y coloquio por sus trajes vaporosos y de estilo medioeval.

Es ya sorprendente. La Compañía lírico-dramática Piaridel, cuyos miembros todos son aficionados, ha sumado otro eslabón más de triunfo; y las ovaciones

recibidas eran sin duda alguna precursoras de un porvenir lisongero

Un grupo de expectadores no se dejaban de conven- cer de que eran aficionados los que actuaban por el ascierito en desempeñar sus respectivos papeles:

El Sr. Marcelino Flores, como galán joven, ha desem- peñado todos sus papeles brillantemente. Cuando ataca las notas agudas ó ejecuta los calderones con precisión y cla- ridad, se confunde con un artista de fuste. Con justi- cia le merece los aplausos que le tributó el público. No hay como el Sr. Guillermo Santos para caracterizar el papel de D. Tadeo del "Vals de las Sombras". Sabe que clavija se debe apretar para cosechar prolongados aplausos. Su naturalidad en los movimientos escénicos esacualidad que muy pocos poseen. Cantó también bas- tante con lo cual dió de conocer que su voz sonora, educándola, mucho puede prometer. La agraciada Srta. Marciana Morales por interpretar bien su papel de Au- relia del "Vals", con derecho la merece EXCELLENT. Su voz potente y dulce deleitó mucho á los espec- tadores. Hizo un Espuerso laudable en armonizarla con el tono bajo porque esta escrita la parte musical de la obra. Sin embargo, cautivo delirantes aplausos. Con el papel de Ligaya del "Germinal" coronó su éxito com- plete. La hermosa Srta. Maria Rojas es inmejorable en sus papeles de Escolástica del "Vals" y de Laangbuhry

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del "Liceo". Su expresión dulce y clara provocó la hilaridad varias veces, y consecuentemente los estruendosos aplausos. Francamente ellas constituye la joya más estimable del "Plaridel". Si continúan cultivando el arte, un buen nombre surgido de entre grandes éxitos les reservan. Titang ó sea la Srta. Sixta Villanueva demostró que domina las tablas. Declama mejor en tagalo, y su intensa voz ya es un tesoro. También mereció una ovación por la habilidad con que desempeño ó los los papeles á ella encomendados. Muy ajustado en su papel estuvo el Sr. Alfredo Ratia, quién aplicando más puede obtener laureles. Pero el Sr. Pestaño rayó á gran altura, pues, caracterizó muy bien el papel de Sumulsores del "Germinal". Es el único que posee la declamación tagala. Si el Sr. Vicente Diaz, en su papel de Tío Pinto, es un verdadero alcalde apócrifo en España, el Sr. Tirso García es insuperable en su papel de Don Marcos del "Vals". Contuvo su carácter hasta el final de la obra. Ambos salieron airoso an sus cantos. Referente al Sr. Eufasio Vega, se puede decir que hizo todo lo que podía y debía hacer con sus papeles de Inalipin del "Liceo" y de Don Froilan Avendaño del "Vals". El Sr. P. R. Gonzalez estaba en carácter en su papel de lugareño, y por lo tanto, muy bien. El coro general ha sido también bastante aceptable. La orquesta de Pandacan, al compás de la batuta del maestro José Carreon, bastante bien.

La "Compañía lírico-dramática Plaridel" tiene la suerte de estar bajo la hábil dirección del veterano artista, S. Nemesio Ratia. A decir verdad, gran parte de sus triunfos pertenece también á este señor, quien, apesar de su quebrantada salud, no cesa de laborar por el renacimiento del arte. Tratándose de este cargo, hasta hoy no he visto uno con su carácter de genérico para todos los papeles. Si prosigue verá coronados sus esfuerzos.

Desde esta mansión de Apolo envío á todos mi humilde pero sincera parabién.

SOLIMÁN.

Julio 12, 1909.

RETRASO DEL HABER

Los maestros filipinos de Manila, Pampanga y quizás otras muchas provincias, se quejan por el retraso con que reciben sus modestos haberes.

¿Porque esta tardanza? ¿No es regla establecida que estos empleados reciban sus haberes el primer Sábado de cada mes? Esperamos que esta se cumpla en bien general. Es de recordar que los pobres maestros, tienen como el resto de los mortales, sagradas obligaciones que cumplir, por lo mismo que reciben mezquinos haberes

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Sa mga karro ay nagsisingkaw ng kabayong Australia ó kabayo sa atin, ayon sa pagkasunduan.

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SECCION DE NOTICIAS

CAMBIO ACEPTADO

Gustosamente aceptamos el cambio que nos propone el apreciable colega "Revista Agrícola é Industrial de Filipinas". Su texto proporciona una amena é interesante lectura. (Redacción y Administración calle Alix 38, Sampaloc, Manila.)

POR EL 4 DE JULIO

En medio del estrépito de los FIRECRACKERS el día de la Independencia de América 44 ciudadanos perdieron las vidas y 2631 resultaron heridos.

ALUMNOS DE DERECHO

Hé aquí la lista de los estudiantes de Derecho registrados en la Escribanía del Juzgado de 1.ª Instancia de Manila, desde el año 1901.

En 1901, 102 estudiantes; en 1902, 142 id.; en 1903, 274 id.; en 1904, 362 id.; en 1905, 586 id.; en 1906, 515 id.; en 1907, 397 id.; en 1908, 284 id.; en 1909, 350 id.

Total: desde 1901 hasta 1909 315 estudiantes inscritos.

TRIBUTO DE AFECCION

Con motivo de la la marcha de Mr. Motavon, superintendente de División de las escuelas de Rizal, y señora, se organizó en Pasig, capital de la provincia, una velada en su honor por los maestros y autoridades provinciales.

Les deseamos que tengan también éxito feliz en la provincia de la Unión donde van destinadas.

NUEVO GRADUADO

Por el brillante examen de grado á que se sujetó recientemente nuestro distinguido amigo, Sr. Teótimo D. Castillo, miembro de la Junta Directiva del Comité de Manila de la Philippine Teachers' Association la Universidad Rizal tuvo á bien conferirle el título de "Licenciado en derecho".

Por tal motivo, le enviamos nuestro ardiente congratulación.

DE EDUCACION

La Junta de Regentes de la Universidad ha repartido prospectos de las clases de Colegio de Agricultura, establecido en Los Baños, del Colegio de Veterinaria, establecido en Pandakan y de la Escuela de Bellas Artes, situada en la Calle S. Sebastian No. 174.

La Sra. Anna D. Peck, inspectora médica de las escuelas públicas de Manila manifiesta en su report que, de los 7318 niños examinados durante el año, 7046 padecen

de vista, 3077 de caries dentales, 516 de sídos y 2390 de enfermedades de la piel.

—Uno de los pensionados del Gobierno para América será el Sr. Gregorio Lagman, maestro de México, Pampanga. Este señor, apesar de ser ciego desde su tierna edad cursó y terminó el Intermediate School con gran paciencia y aprovechamiento.

—A requerimiento del Dr. Copeland, director de la Escuela Agrícola de Los Baños, se levantará en el lugar un pequeño observatorio meteorológico. El P. Algue, s. j. promete regalar los instrumentos necesarios. Se dice que estará al frente del observatorio, el joven agricultor Sr. Manuel Roxas.

—Por el vapor "Manchuria" que zarpó el 24 de Junio último de San Francisco vienen los siguientes pensionados: Luis Francisco, Rufino Garcia, Carlos López, Victor Oblesías, Guillermo Pagaduan, Claro Pendon, Teódulo Topacio, Dalmacio Urtula y Julian Vallarta.

—El Secretario de Interior, Mr. C. Worcester se propone establecer en Bontok, Lepanto, una biblioteca pública para uso de los de la provincia montañosa.

—Mr. Alvin Seale, perito en piscicultura y que hace poco estuvo en Filipinas con el objeto de hacer un estudio sobre este ramo, acaba de remitir desde la Universidad de Standford, California, un manuscrito que se publicará en breve por el Buró de Ciencias, donde detalla el resultado de sus estudios en Filipinas.

—A proposición del Director de Educación se harán los cambios siguientes: de 250 maestros americanos que perciben actualmente P-2400 se reduzca a 215 con el mismo haber y de 170 también americanos que perciben P-2800 al año se eleve a P-200 con igual haber. Se requiere este cambio para dar lugar á que los maestros, cuyos servicios sean necesarios al buró, puedan ser ascendidos, evitando de este modo que los más útiles se separen del servicio.

¿Porqué no se extiende esta medida á los maestros filipinos?

—El Bureau de Educación está ocupado en los preparativos para los 250 estudiantes insulares y 20 "nurses" que han de seleccionarse de provincias para continuar, durante cuatro años, los estudios en Manila. Los superintendentes de división han dado ya los nombres de 50 jóvenes que serán enviados inmediatamente aquí. De acuerdo con la ley de la Legislatura, los 100 pensionados estudiarán para maestros en la Normal School y los 150 restantes estudiarán agricultura, artes y oficios en la misma.

Bernabe Studio

Se regala una ampliacion á los que tomen una DOZENA de retratos de tarjetas americanas para arriba.—PEINADORA GRATIS.
Izquierdo No. 879, Trozo,

The Filipino Teacher

PAHAYAGANG BUWANAN

Taga-pamansag ng "THE PHILIPPINE TEACHERS' ASSOCIATION"

Namamamunugot: EDUARDO GUAZON.

Lalagyan sa Correo. blg. 1090, Maynila, K. P.

PAGNUGOT-TUDLING

Ang Pagdami ng Nagsisipagalar

Ang pagkilos ngayóng di karaniwan ng ating kabataan, ay ipinamamalas sa walang humpay na pagdami ng nagsisipasok sa mga paaralan.

Maging ang mga paaralan ng mga fraile; maging ang sa mga ganap na Pilipino, ay pangunuan ngayón.

Tangi sa mga hayag na paaralang binanggit, ay nariyan pa ang mga paaralang katoliko, protestante, at ang nagkakatusak na mga Colegios Privados de Niñas y de Niños na matatagpuan sa alin mang suluk ng Kamaynilaan. Ang mga ito gaya ng mga na una, ay punuan din ng mga bata.

Ang di karaniwang pagkilos na ito, ay isang mabuting tanda sana, pagkat nagbabadha ng isang masayang bukas para sa ating bayan. Datapwa't dahil din sa pagaalala naming ang ibubunsa ng di matatawarang pag-

sisikap na ito ng mga Kawal sa araw ng bukas ay may malaking sagabal sa kanyang tinutungha kaya't minarapat naming pagukulan ng ilang pang-unang puna at ng sa ganito'y maigap agad ng tapal na makakawat sa sugat na ngayo'y aming ilalahad.

Bunga ng walang likat na pagdami ng mga humahanap ng dunong ay ang di mai-kakailang pagsisikap namán ng mga Munisipiyos sa iba't ibang lalawigan ng pagbubukas ng mga hayag na ambagan upang makalikum ng isang halagang ipagiging dapat nila sa pagsasamantala sa Bill Gabaldon.

Ang lahat ng ito'y dahil sa pagnanasang mabigyang liwanag ang mga paslit na isip ng mga batang ngayo'y dumadaló sa paaralan na padami ng padami; kaya't ang karaniwan tuloy ay di na maaring tanggapin sanhi sa kawalan ng mga klaseng pagsisiksikan ang una, at sa kakulangan namán ng mga gurong magtuturo ang pangalawa.

Kung kaakitakit man ang mga pagsisi-



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kap na itong ipinamamalas ng ating kabataan at mga punong bayan, ay kasakitsakit namang sabihin, na, ang Kagawaran ng Pagtuturo ay walang magawang ano man upang mapaglagyan ng guro ang mga paaralang barrio na ngayoy kasalukuyang pinagsisikapan maitayo ng ating mga Municipiyo. Sapagka't kung sa mga natatayo nang paaralan ay walang maibigay na guro, ay lalo't higit mandin na sa mga itinatayo pa ay walang maibibigay.

Bilang pagpapatotoo sa aming sinabing ito, ay ang dalas dalas na paghingi ng mga Superintendente sa Kagawaran ng Pagtuturo ng mga gurong Americano't Pilipino upang maipanagot sa mga nagsisihanap ng dunong.

Nguni't sanhi sa ginawang pagbabawas sa gugol ng Kagawaran ng Pagtuturo ay mahinuha na natin ang kasasapitan ng mga hiniging iyan: pawalaug halaga dahil sa kakulangan ng fondo.

Ngayon, paano iyang mga libo-libong batâ na humihingi ng ilao sa pamahalaan, diyan sa pamahalaang gumagasta ng angawang na salapi ng bayan? Pananatilihin na kayâ sa kadiliman ang isip niyang mga anak ng mamumuwis na siyang nagtutustus ng napakalaking gugol ng ating pamahalaan? Anong ngayon ang kasaysayan niyang libo-libong bahay paaralan na pinaggugulan ng angawang na salapi at ng di matatawarang pagsisikap ng mga punong bayan kung wala naman tayong maibibigay na mga guro?

Kay saklap ng ibinunga ng *Economia*!

Mga Kinatawan at Komisionadong Pilipino: ayan ang isang malubhang sugat na dapat agapan ng gamot!



Nakapagtataka

Kasakitsakit sabihin, na, ang Bureau de Educacion ay tumanggap ng isang matinding dagok sa Comité de Presupuestos ng ating Kapulungang Bayan.

Ang dagok na ito'y bayan ang nagdamdam pagka't siya ang lalong nasaktan.

Ganito ang aking sabi, dahil sa labat ng gugol ng ating lujosong pamahalaan na nababahagi sa iba't ibang Kagawaran, ay wala ni isa mang nakapagasa-sauli sa bayang bumubuwis ng malalakin kapakinabangan liban sa Kagawaran ng Pagtuturo. Sa Kagawarang ito lamang mayroong malakilaking karapatan ang bayang bumubuwis na makilalam. At ang pakikilalam na ito ay nagagawa sa pamamagitan ng pagpapaturo ng ating mga anak sa mga paaralang bayan.

Nguni't kung sa anong dahil at sa di masayod na pagkamangha, ay biglang nakita ng bayan, na, ang Comité de Presupuestos ng Kapulungang Bayan ay tumanggap sa hinihinging ₱4,282,458 ng Kagawaran ng Pagtuturo upang makasagot sa mga kailangan nitô.

Datapwa't ang lalo pa manding nakapagtataka ay ang ginawang pagbabawas ng ₱150,000 sa halagang natatakda sa Tabla de Presupuestos. Sa makatuwid, ay ang datidating gugol ng Kagawaran ng Pagtuturo na ₱3,300,000 ay naging ₱3,150,000.

Kasakitsakit na pagbabawas!

So anong kayâ ang dahil? Hindi kayâ tumutugon ang mga kapakinabangang ibinubunga ng Kagawaran ng Pagtuturo sa halagang dito'y iginugol? Mayroon kayang kilalaman ang pagbabawas na ito sa huling

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Propietaria

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report ng Director de Educación na malinao na sinasabing, "aug karamihan—aniya—ng mga Americano sa Pilipinas ay salungat na salungat sa mga kaparaanan ngayon ginagamit sa pagtuturo sa mga Pilipino?" O baka naman bahil sa ginagawang paghihiwalay ng pagtuturo sa mga di binyagan, na datidati'y na nasa ilalim ng Buereau de Educación at ngayo'y nalipat sa lubos na kapangyarihan ng Kgg. na Dean C. Worcester, amá ng mga Igorrote?

Sa alin man sa mga pagbahakan itó ang magíng totoo, ay tila wala sa matwid na kalahati sa boong kabuoang binawas, ay kunin sa Kagawaran ng Pagtuturo. Dangat nating ratalastas na sa lahat ng gugol ng Pamahalaan ay walang nabawas kundi P300,000 lamang—itó ang economiang natamó ng Comité de Presupuestos na siyang pinakabatikus ng ting Kinatawan sa Hilaga—at ang kalahati nitó, ó ang P150,000 ay binawas sa gugol ng Kagawaran ng Pagtuturo.

Nasaan dito ang equidad? Samantalang ang mga iba't ibang kagawaran ay lumalaspang ng kasaganaan; samantalang ang iba'y nagtatamasa sa kalabisan ng gugol na kung minsan tuloy ay wala nang maisip na paggugulan, kaya't ang kadalasa'y ginagasta na tuloy kahit sa walang kasaysayan; ang Kagawaran naman ng Pagtuturo ay nababagot na nang kasasagot ng *Wala* sa mga paaralang humihingi ng aklat, bangkó, lamesa pisarra, papel, tinta, tisa at ibp. At huwag ninyong akalaing itó'y sa mga lalawigan lamang nangyayari. Dito man naman sa Sultana ng Pasig ay ganito rin ang dinadanas.

Ayan ang malaking katiwalian!

Sumagsi tuloy sa isip ko na parang isang peticula sa Cinematógrafo ang maugong na bombang pamatay ng sunog na hila ng naglalakihang kabayo, mga karro ng pangdilig na pinapatnugutan ng dalawang cocheros. Ang Americano'y matatawag nating cocheros legislativo pagka't siyang gumagawa ng utos—at ang Pilipino'y cocheros ejecutivo dahil sa siyang tagatupad ng mga utos ng nauna.

Ngayón, di ba ito'y isang consecuencia ng binanggit kung kalabisan ng gugol? Napakarami ka-

yang gawain ang isang mandidilig upang mangailangan pa ng isang katulong? Pati ba naman kaya sa gawang pagdidilig ay wala pang kaya ang Pilipino?

Mga Kgg. na kinatawan at consehal nitong Maynila: Inililipat ko po sa inyong kaalaman ang nakatatawa't nakapagngingitngit na mga pangyayaring itó, sa pagasang kayó lang ang makapag-papadrino sa ikapagniningning ng *Justicia* at *Equidad*.

ALINOLIO ARBEONA.

Maghunodili sana tayol! (*)

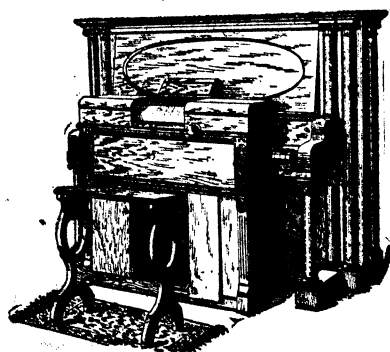
SA MGA MAGULANG NG MGA BATANG NAG-AARAL SA MGA PAARALANG-BAYAN

Ang mga likás na kapilyuhang taglay ng ilang mga bata na nagsisipag-aral sa mga paaralang-bayan at ang maling pagmamahal ng ilang magúmagulang, ang tungkuling pinananagutan ng isang guro sa kanyang mga tinuturuan at ang pagkakapagbuhat ng kamay ng isang babae sa isang binibing guro, iná ng isá sa mga tinuturuan nito, ang siyang nag-udyók na naman sa aking sumulat sa inyo ng ilang mga taláta.

May mga magulang na kapag ang kanilang mga anak na nagsisipag-aral sa mga paaralang-bayan ay nagsumbong sa kanila dahil sa ito'y pinarusahan ng guro ó kung dili kaya'y nákalalitan, ang mga ito'y pinaniniwalaan. Nanagasisiklab na agad ang kanilang galit at halos ibig nang lundagin ang lugal na kinálalagyan ng guro upang ito'y awayin ó kung dili, kaya'y ipagsakdal sa maykapangyarihan.

"Mangyari, sapagka't mahal sa amin ang aming anak". Ang isasagot ninyo marahil.

Ito'y tunay at maliwanag pa sa sumisikat na araw. Nguni't bago kayó magágali ay dapat ninyo munang siyasatin sa guro ó sa principal ng paaralan ang bagay na ipinagsumbong sa inyo ng inyong mga anak kung anó ang pinagbuhatan ó kung may ka-



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totohanan. Dapat ninyóng matalastás na kapag ang klase ng isang eskuelahan ay totoóng napakaingay at may bata siyang gumágawa ng ingay sa lahat at matutol na walang tuós sa kanyang guro, ang bina-bagsagan ng pula ay ang guro. Kung ang iyong mga anak ay walang kátutuhan sa eskuela na kabaitan kungdi kasalbahihan, ang nananagot nito'y di kayo lamang kungdi pati ng kanilang mga gurò man. Kung sa isang klase ó eskuelahan ay walang "disciplina", ito'y mawáwan ng bisa at kaayusan, sa pagtuturo ng isang guro sa kanyang mga tinúturuan, ay kinákailangan ang *disciplina*. Sapagka't kung wala ay hindi igagalang ng mga bata ang kanilang mga guro, at upang igalang, ay di sapit sa mga bata ang magpakitang parati na lamang ng gandá at lamig ng loob ng gurò, kungdi kailangan din naman ang siya'y katakutang maminsanminsang.

Hindi ko ibig na sabihin dito na ang inyóng mga bunso'y pabayaang nang paglalambugin ng palo tulad sa ginagawa ng ilang mga hariharian sa kanilang mga alipin. Ito'y amin ng nalalaman. Ngunit kung ang isang guro nama'y hindi na kikibo kahi't na siya'y nilalapaстан at sirásalbahe ng kanyang mga tinúturuan, ano ang magiging kabuluhán ng kanyang pagtuturò?

Bukód sa rito, tila kayo mang mga tunay na magulang ang magsipagturo sa inyo-inyong mga anak, ay hindi makapainagkakong ganáp na di sabutin din ng yamot at galit sa kabataan.

Oh mga ginoó! Isip isipin muna ninyo itó, bago

kayó maniniwala sa mga isinusumbong ng inyong mga anak. Talastas naming bawal ang mamalo. Nababatid namin na ang isang anak ay mahal sa kanyang ama't ina. Datapwa't kung ang inyo po bang mga anak ay gumagawa ng kamalian ó kalapaстанanan, hindi ba sila'y inyong pinarurusahan?... Bakit ninyo sila pinarurusahan? Upang huwag sila gumawa uli ng gayong kamalian. Ang parusa ng isang guro ay pagmamahal din sa tuwituwi na. Masakit sa amin sila'y sumama sapagka't sila'y aming minámahal. Tangi pa sa roon kami'y mapupulaan din at masasabi sa amin ng iba, na sila'y hindi namin tinuturuan ng magaling.

Maghunos dili sana tayo, at huwag pálung sa paniniwala sa sumbong ng mga bata.

ROBINSON CRUSOE.

[Isang Guro].

(*) Ang salaysay na itó ay lumabas sa *Muli Paglalag noong* ika 3 ng Febrero, 1909. (P. ng P)

Gunitá sa nagdaán (*)

PINAG-USAPANG NATUPAD

VII.

Añ mga dalaga ay dinatnan nila ng nagtatapos na rin sa pagbahapunan; kaya't, di naglwat at nadinig na naman sa bahay na iyon ag katulad din ng mga gabig nagdaan masasaya at maliliyag pagpupulo ng mga magkakabayan! Mga sandalig di dapat mali-mutan!

FARMACIA AT LABORATORIO NI P. HIZON

DAANG ROSARIO BLG. 238,
BINUNDOK, MAYNILA, K. P.

Ang Farmaciang itó na kilala na ng madla dahil sa kabutihan ng mga gamot na dito'y ipinagbibili, ay may isá pang katangian at ito'y bagong katátatag na Laboratorio na kinasasangkapan ng mga pamamaraang na-aayon sa kahilingan ng bagong panahón para sa pagsusuri ng mga bagay-bagay na kagamitan sa mga *peraciones Quirúrgicas*.

At itó rin ang tangiang Farmacia na gumagawa ng bantóg na *Ampollas Hizon* para sa Inyección. Madaling pagbibili lalo na sa *despacho* ng mga *receta*. Mabuting pagtanggap sa mga mamimili. Nagbibili rin dito, sa lalong mababang halagá, ng lahat *especifico* mga kagamitan sa *tocador* at mga piling pabangó na gawa ng mga kilalang magpabangó sa extranjero.

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Dahil sa pagkawili ay di natupad ng dalawa magkabiligan ng dalawang oras na ipinalagay nila sa paglalimposin doon. Hindi nga pagkat noog umuwi, sa wakas na ng gabi, ay di na nita nakuha ng gawig magbasa at ng kinatuguhan, matapos maghubad ng paglakad na damit ay ng higaan at pagsunod kay antok ng siyag ginawa.

Nagkustulog ng mahimbi at lumampas sa kanilang mapayapa ng gabi.

VIII

Si Mabini, madilindilin pa ng kinabukasan ay ay nagbagon na at ng pinagkaugalian niya sa bayag-tyon, buhat noog mauwi roon, ha pumunta sa sapag natatapat sa kanilang bahay na tinutuluyan upag doon maghilamos o kaya'y, maligo ay ginanap; samantalag si Tapat ay natutulog pa.

Di naglwat at si Mabini ay natapos sa kanya pag- gung sa sawain sa umaga.

Pagbalik niya sa bahay, ng naharapay si Tapat. Binulahaw, kinentahan ng "I woke before the morning", na siya nilag kantahin dalawa pagkakagisi ng umaga, at pinilit na pinabagon. Bumagon. Bumagon; di nagtaglay ng anomag kamuhian sa kasama, at bagkus pag ukisaliw sa pagkakanta na talaga panata na yata ng dalawa pagkakaumaga. Matapos ng kanilag pagkakanta at ng si Tapat ay makalikom na ng kanya hinigan, ha pagkagunita ni Mabini sa pinag-usapan nila ni Epa ng hapag nagdaan, ay nawika maghilamos kana agad at ng tayo'y makapagagahan; baka sakali dumatig sila ay tayo'y di pa banda. Matakot ka sa inip ng mga dalaga.

—Hindi, hwag ka magalaala, "brother" at di tayo maano.

—Siya, siya, lakad na, "do not talk too much" at ng tayo'y makapagagahan kaagad.

IX.

Lumakad, nanaog at naiwan si Mabini sa kabahayag naghahanda ng isusuot.

Ag bahay ay ng tinatatawag na babay lupa na ng kabahayan ay nasasaitaas at ng lutuan at kainan ay nasasa ibaba; kaya si Tapat ay nanaog sa pagtupad ng kanya tuntulig maghilamos pagkaumaga.

M. KABAYAN.

(Itutuloy)

(*) Ang sintundan dito'y matutungha sa labas namin noong Abril.

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(Handog sa isang Kaibigan)

Di malalauna't siya ay makikipag-isang palad. Makikipag-isang dibdib

¿Kangino?

¿Sa namuhunan ba sa kanya ng di maulatang pagod at pag- tilit? Sa pumintuhon kaya sa kanya ng buong kaluluwa?

¿Sa nagmahal ba sa kanya ng bigit sa sariling buhay?.....

¿Sa unang sinumpaan ba kaya niya ng di paglimot at ng isang pagsintang dalisay at walang pagmamahit?

Ah, hindi!.....

¿Hindi? ¿Kangino?

Sa isang binata, sa isang wari'y may wagas na pag-ibig- sa pangalawang sinumpaan niya ng ganito ring mga pang- ngusap: "Akó ay tyong iyó lamang hanggan sa libingan". "Ikaw ay a'ing ibigin magpakailanman",.....sa isang.....mapalad.

Harinawang ang tamis at ligaya ay lasapin niya sa piling- ng kanyang makakaisang tibok ng puso. At huwag sanang ipahintulot ng Langit, na, sa loob ng tadhaang panahon ng kanilang ipagsa ama ay sumagi ni bumadha ang maitim na ulap: ang pait at luha ng kabuhayan.

!!Lumuwalhati nawa!!

DOYANTI.

Tundó, Maynila, Hunyo 1909.

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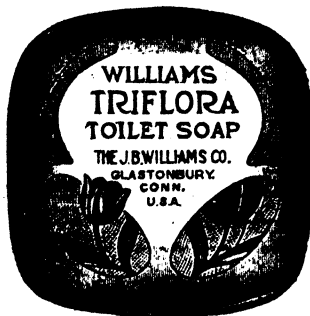
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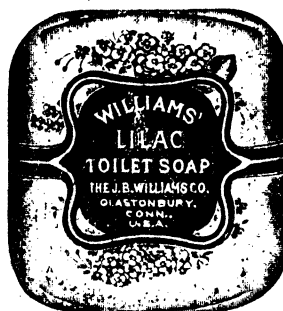
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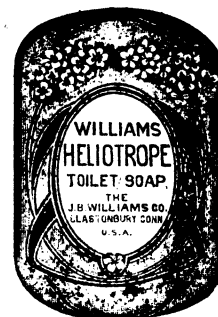
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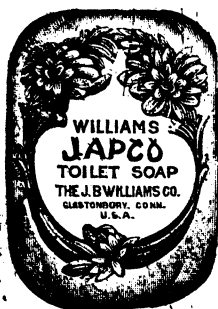


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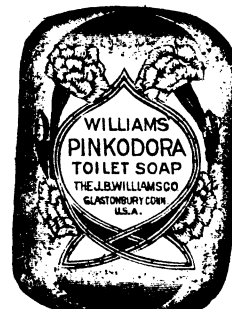


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